

ASRC Searcher: Jeanne Horrigan
Serial 09/649484
October 24, 2003

1

File 350:Derwent WPIX 1963-2003/UD,UM &UP=200368

File 347:JAPIO Oct 1976-2003/Jun(Updated 031006)

File 371:French Patents 1961-2002/BOPI 200209

Set	Items	Description
S1	9	AU='LONG E R' [not relevant]
S2	11	AU='LONG E'
S3	10	S2 NOT S1 [not relevant]

File 348:EUROPEAN PATENTS 1978-2003/Oct W02

File 349:PCT FULLTEXT 1979-2002/UB=20031016,UT=20031009

Set	Items	Description
S1	6	AU='LONG ELIOT R':AU='LONG ELLIOT' [not relevant]

File 1:ERIC 1966-2003/Oct 06

File 121:Brit.Education Index 1976-2003/Q2

File 437:Education Abstracts 1983-2003/Sep

>>>No sets currently exist

File 635:Business Dateline(R) 1985-2003/Oct 23

File 471:New York Times Fulltext 90-Day 2003/Oct 22

File 638:Newsday/New York Newsday 1987-2003/Oct 23

File 719:(Albany) The Times Union Mar 1986-2003/Oct 22

File 733:The Buffalo News 1990- 2003/Oct 20

Set	Items	Description
S1	5	ELIOT(2W) LONG
S2	5	RD (unique items) [not relevant]

File 1:ERIC 1966-2003/Oct 06
File 121:Brit.Education Index 1976-2003/Q2
File 437:Education Abstracts 1983-2003/Sep
File 7:Social SciSearch(R) 1972-2003/Oct W3
File 11:PsycINFO(R) 1887-2003/Oct W2
File 35:Dissertation Abs Online 1861-2003/Sep
File 142:Social Sciences Abstracts 1983-2003/Sep

Set	Items	Description
S1	376	NORMATIVE(2W) (PROFILE OR PROFILES OR RESULT? ?)
S2	1593	P() (VALUE OR VALUES)
S3	943570	TEST OR TESTS OR TESTING OR TESTED
S4	1008004	GROUP? ? OR CLUSTER? ?
S5	577637	CLASSES OR GRADES OR SCHOOLS
S6	922139	COMPAR?
S7	2825	STATISTICAL() (PROFILE OR PROFILES OR RESULT? ? OR MEASURE - OR MEASURES)
S8	885	TEST() TAKERS
S9	866	S1:S2(S)S3
S10	236736	S6(S)S4:S5
S11	698	S7(S)S3
S12	252	(S9 OR S11) AND S10
S13	29	S6(2W) (S4 OR S5) (S) (S9 OR S11)
S14	26	RD (unique items)
S15	5	S14/2001:2003
S16	1	S14/2000 [not relevant]
S17	20	S14 NOT S15:S16
S18	20	Sort S17/ALL/PY,D
S19	60	S6(2W) (S4 OR S5 OR S8) (S) (S1 OR S2 OR S7)
S20	31	S19 NOT S13
S21	27	RD (unique items)
S22	3	S21/2001:2003
S23	0	S21/2000
S24	24	S21 NOT S22
S25	24	Sort S24/ALL/PY,D

18/7,K/13 (Item 13 from file: 35)

DIALOG(R)File 35:Dissertation Abs Online
(c) 2003 ProQuest Info&Learning. All rts. reserv.
1081166 ORDER NO: AAD89-25886

**UTILIZING P-P PLOTS IN META-ANALYSIS AS GENERAL MEASURES OF TREATMENT
EFFECTS**

Author: HOLMGREN, ERIC BLICKENSTAFF
Degree: PH.D.
Year: 1989
Corporate Source/Institution: STANFORD UNIVERSITY (0212)
ADVISER: INGRAM OLKIN
Source: VOLUME 50/07-B OF DISSERTATION ABSTRACTS INTERNATIONAL.
PAGE 2999. 145 PAGES

The collection of statistical techniques used to integrate quantitative results from independent studies has come to be known as meta-analysis. Meta-analysis originated with methods of combining **p-values** to **test** for significance in a collection of study results which individually may be insignificant. Relatively recently a number of techniques have been developed which aim to explain the variability in results from independent studies each of which **compares** a treatment **group** with a control group. An essential aspect of these new meta-analytic

techniques that distinguishes them from techniques of combining **p - values** is that they are based on a summary of the results of a study, the effect size, that quantifies the magnitude of the treatment effect rather than its statistical significance. The effect size is very well suited for analyzing studies that compare a treatment and control population from a simple location family. However in studies where the variances for the treatment and control populations may be unequal and in other more complicated settings the effect size provides only a partial description of the results of a study. There is thus a need for a measure of the treatment effect which is a more complete description of the results of a study than the effect size.

In this thesis we develop the p-p plot as a complete summary of the results of a study that compares a treatment group with a control group. A theoretical framework for interpreting p-p plots in meta-analysis is provided by considering the p-p plot as a maximal invariant and employing utility theory. In this framework the p-p plot can be used to order treatment effects just as a distribution function would be used to order risky alternatives. Maximum likelihood estimates of the p-p plot in the gaussian model where the treatment and control variances may be unequal and in a variety of models involving survival distributions are developed. Further, pooling procedures for estimating a common p-p plot and for facilitating the comparison of p-p plots across studies are presented.

18/7,K/14 (Item 14 from file: 1)
DIALOG(R)File 1:ERIC
(c) format only 2003 The Dialog Corporation. All rts. reserv.
00980960 ERIC NO.: ED414558 CLEARINGHOUSE NO.: CS012981
Keyboarding, Reading, Spelling (KRS) Validation Study.
Reid, Ethna R.;
CORP. SOURCE: Reid Foundation, Salt Lake City, UT. Exemplary Center for
Reading Instruction. (BBB34665)
14pp.
1987 (19870000)
EDRS Price MF01/PC01 Plus Postage.
LANGUAGE: English
DOCUMENT TYPE: 141 (Reports--Descriptive); 143 (Reports--Research)
RECORD TYPE: ABSTRACT
COUNTRY OF PUBLICATION: U.S.; Utah
JOURNAL ANNOUNCEMENT: RIEMAY1998

The major developmental goal of the Keyboarding, Reading, Spelling (KRS) program was to teach reading and language skills to elementary school students by integrating computer assisted instruction with an instructional method which: is superior to existing programs; takes maximum advantage of the computer's potential; and teaches keyboarding and computer usage skills. The KRS program incorporates systematic instruction in reading and language skills, diagnosis of student learning needs, monitoring, criterion referenced mastery **tests**, and intrinsic motivation. Teachers wishing to implement the KRS program attend a one- to two-day seminar. A pre-post **comparison group** design was used to assess the KRS program on each of four outcomes (reading, language, keyboarding, and computer operations). Classes from two schools in the Murray City Schools (Utah) were assigned at random to either the treatment or **comparison** condition. **Grades** one, three, and five from one school, and grades two, four, and six from another school received KRS instruction. Results indicated that in the four months of treatment, KRS students grossly out-gained the scores posted by the **normative** group. **Results** also indicated that KRS students demonstrated

meaningful improvements in the keyboarding and computer operation skills.(RS)

18/7,K/15 (Item 15 from file: 35)
DIALOG(R)File 35:Dissertation Abs Online
(c) 2003 ProQuest Info&Learning. All rts. reserv.
903303 ORDER NO: AAD85-22969
**THE IMPACT OF INSERVICE ON SECONDARY TEACHERS RECEIVING CONTENT AREA
READING INSTRUCTION AND ITS EFFECT ON STUDENT ACHIEVEMENT SCORES. (VOLUMES
I AND II)**

Author: VERVILLE, JACQUELINE RITA
Degree: ED.D.
Year: 1985
Corporate Source/Institution: BOSTON UNIVERSITY (0017)
Source: VOLUME 46/11-A OF DISSERTATION ABSTRACTS INTERNATIONAL.
PAGE 3307. 717 PAGES

This study was conducted for the purpose of, (1) investigating the effect on teachers receiving a content area reading course and the subsequent effects of achievement scores on secondary students, (2) examining whether or not the reading attitude of secondary students changed due to teacher transfer of instruction. This applied research also investigated the affective characteristics of relationship upon teachers and students in the content areas of English, science, social studies and mathematics.

Subjects for this study involved both seventh and eighth grade teachers and students. A questionnaire, developed from a prioritized list of skills, was sent to surrounding schools. Forty teachers volunteered: twenty-four in the treatment group, sixteen in the comparison group who received no treatment. In all, these intact groups involved 835 students: 452 treatment and 383 comparison.

The course, LEARNING TO READ FROM THE CONTENT AREA TEXT, encompassed fourteen two and a half hour sessions was taught to teachers with and without reading background. Reading skills, strategies, and techniques implemented in conjunction with content areas were taught to facilitate the transfer to students at an independent and functional level.

The study, employing a pre-test and post-test design, included three levels of elements: first level, content areas (English, science, social studies and mathematics); second level, reading or no reading background; and third, treatment and comparison groups. These two latter groups were tested with the Vaughan Attitude Scale, the students with the Estes Attitude Scale and the Stanford Achievement Test.

Forty classrooms were visited four times by two observers, (1) the professional teaching the course, (2) the professional helping to confirm the reliability of the observations.

Evaluation forms were devised, and descriptive observation logs were kept. Analyses of the above-mentioned tests, computed with the use and interpretation of Lertap, Mann-Whitney U, the Kruskal-Wallis ANOVA, Multivariate Analysis of Variance, Univariate F test, and "t" test answered questions on the effect and differences of content area reading instruction on treatment and **comparison groups** of teachers regarding student achievement scores. Based on the **statistical measures**, attitude and achievement were significantly affected by content area reading instruction, especially if the teacher possessed a reading background. (Abstract shortened with permission of author.)

18/7,K/18 (Item 18 from file: 1)
DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.
00338070 ERIC NO.: ED148899 CLEARINGHOUSE NO.: TM006870

Efforts Toward the Development of Unbiased Selection and Assessment Instruments.

Rudner, Lawrence M.

36pp.

June 28, 1977 (19770628)

NOTES: Paper presented at the International Symposium on Educational Testing (Third, University of Leyden, The Netherlands, June 28, 1977)

EDRS Price MF01/PC02 Plus Postage.

DOCUMENT TYPE: 143 (Reports--Research)

RECORD TYPE: ABSTRACT

JOURNAL ANNOUNCEMENT: RIEMAY1978

Investigations into item bias provide an empirical basis for the identification and elimination of **test** items which appear to measure different traits across populations or cultural groups. The Psychometric rationales for six approaches to the identification of biased **test** items are reviewed: (1) Transformed item difficulties: within-group **p - values** are standardized and **compared** between **groups**. (2) Analysis of variance: bias is operationally defined in terms of significant item by group interaction effects. (3) Chi-square: individual items are investigated in terms of between group score level differences in expected and observed proportions of correct responses. (4) Item characteristic curve theory: differences in the probabilities of a correct response, given examinees of the same underlying ability and different culture groups, are evaluated. (5) Factor analytic: item bias is investigated in terms of culture specific and culture common sources of variance, or in terms of loadings on a biased **test** factor. (6) Distractor response analysis: the relative attractiveness of item foils, or response sets, is investigated. The limitations and advantages of each approach in terms of the underlying assumptions, psychometric soundness, conceptual complexity, applicability to criterion referenced **tests** and applicability to interdependent groups are discussed. (Author/MV)

18/7,K/19 (Item 19 from file: 1)

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00196167 ERIC NO.: ED091341 CLEARINGHOUSE NO.: SP008008

The Myth of Performance-Based Teacher Education. Teacher Education Division Publication Series.

Heath, Robert W.; Nielson, Mark A.;

CORP. SOURCE: Far West Lab. for Educational Research and Development, San Francisco, CA. (BBB07889); NOMOS Inst., Berkeley, CA. (BBB10276)

23pp.

February 1973 (19730200)

NOTES: Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)

REPORT NO.: R-A73-10

EDRS Price MF01/PC01 Plus Postage.

DOCUMENT TYPE: 143 (Reports--Research)

RECORD TYPE: ABSTRACT

JOURNAL ANNOUNCEMENT: RIESEP1974

This study analyzed 42 of the 50 studies on performance-based teacher education cited by Rosenshine and Furst and the teaching variables proposed. The studies were analyzed for seven characteristics: a) criterion of student achievement, b) operational definitions of teaching behavior, c)

statistical results , d) legitimacy of statistical **tests** , e) sample characteristics, f) study conditions, and g) **comparability** of **groups** . The results of this analysis led to the conclusion that research literature on the relation between teacher performance and student achievement does not offer an empirical basis for the prescription of teacher-training objectives. This is due to sterile operational definitions of both teaching and achievement and fundamentally weak research designs in the cited studies. Moreover, given the well-documented strong association between student achievement and variables such as socioeconomic status and race, the effects of techniques of teaching on achievement (as these variables are conventionally defined) are likely to be inherently trivial. (JA)

25/7,K/3 (Item 3 from file: 1)

DIALOG(R)File 1:ERIC

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01000357 ERIC NO.: ED426830 CLEARINGHOUSE NO.: RC021790

Report of the Small Schools Group.;

CORP. SOURCE: Vermont State Dept. of Education, Montpelier. (YMM91200)

11pp.

February 1998 (19980200)

AVAILABLE FROM: World Wide Web at <http://www.state.vt.us/educ/SSreport.htm>

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 143 (Reports--Research); 160 (Test/questionnaires)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Vermont

JOURNAL ANNOUNCEMENT: RIEJUN1999

GOVERNMENT: State

Vermont state legislation provides additional funding to small schools--those enrolling fewer than 100 students. To meet legislative requirements, a study group examined costs, educational quality, and consolidation issues in Vermont's small schools. In 1996-97, Vermont had 50 small schools (16 percent of all public schools), primarily K-6 elementary schools. A study group of 26 persons from diverse backgrounds reviewed national studies on small schools, examined the Vermont School Report, heard presentations from three communities with small schools that had considered consolidation, and identified critical indicators differentiating small and larger schools. A school survey was completed by 44 small schools and 33 **comparison schools** with over 300 students. The study found that costs were 6-12 percent higher in small schools and 18 percent higher in schools with less than 50 students; higher costs were related to smaller class sizes; year-to-year enrollment changes in small schools were dramatic; and larger schools had both economies and "diseconomies" of scale. Despite lower socioeconomic status, students in small schools did as well or better than students in larger schools; small school facilities were in as good or better shape than larger facilities; and parent participation in small schools was high. Although consolidation pressures were strong for many small schools, community decision making was complex and went well beyond educational issues. Recommendations are offered for state funding and school accountability. (Appendices contain a participant list, a **statistical profile** of Vermont small schools, the school survey questionnaire and results, and references.) (SV)

25/7,K/16 (Item 16 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00765491 ERIC NO.: ED331847 CLEARINGHOUSE NO.: TM016344
Private Schools in the United States: A **Statistical Profile**, with
Comparisons to Public Schools.
Benson, Peter; McMillen, Marilyn Miles;
CORP. SOURCE: National Center for Education Statistics (ED), Washington,
DC. (EDD00004)
172pp.
February 1991 (19910200)
REPORT NO.: NCES-91-054
AVAILABLE FROM: Superintendent of Documents, U.S. Government Printing
Office, Washington, DC 20402.
EDRS Price MF01/PC07 Plus Postage.
LANGUAGE: English
DOCUMENT TYPE: 110 (Numerical/Quantitative Data); 142 (Reports--Evaluative)
RECORD TYPE: ABSTRACT
COUNTRY OF PUBLICATION: U.S.; District of Columbia
JOURNAL ANNOUNCEMENT: RIESEP1991
GOVERNMENT: Federal

A statistical portrait is provided of private schools in the United States, using the best national data available to the National Center for Education Statistics (NCES). Previously published work is used to give an overview of private schools from 1980-81 through 1985-86. Following an introductory examination of private schools in the United States, Chapter 2 provides estimates and trends. Chapters 3 and 4 synthesize national data on the number and characteristics of private school students, teachers, and other staff. Chapter 5 discusses curriculum, resources, and student outcomes. Chapter 6 reviews national data on parental choice. Chapter 7 reviews upcoming research efforts of the NCES concerning private schools. In 1985-86, private elementary schools and secondary schools accounted for about 25% of all schools, between 12 and 13% of all students, and about 14% of all teachers. Eight of 10 private schools had a religious orientation; 36% were Catholic schools, and about 60% of all private school students were in Catholic schools. Program emphasis varied by school orientation. Seventy tables provide information about the private schools, and 12 graphs further illustrate the discussions. Appendix A contains 20 standard error tables. Appendix B reviews data collection procedures. (SLD)

25/7,K/20 (Item 20 from file: 1)

DIALOG(R) File 1:ERIC
(c) format only 2003 The Dialog Corporation. All rts. reserv.
00548834 ERIC NO.: ED240844 CLEARINGHOUSE NO.: FL014215
Sunnyside Title VII Bilingual Project. Longitudinal Study, Final Report.
Prather, Margaret Boyce;
CORP. SOURCE: Sunnyside School District, Tucson, AZ. (BBB04743)
17pp.
September 1982 (19820900)
NOTES: For related documents, see FL 014 214-216.
EDRS Price MF01/PC01 Plus Postage.
LANGUAGE: English
DOCUMENT TYPE: 141 (Reports--Descriptive)
RECORD TYPE: ABSTRACT
COUNTRY OF PUBLICATION: U.S.; Arizona
JOURNAL ANNOUNCEMENT: RIEJUL1984

The final report of a five-year federally-funded bilingual education program in four schools of the the Sunnyside School District in Tucson, Arizona, is presented. The following areas are addressed: (1) student

enrollment patterns, (2) the instructional program for kindergarten through fifth grade and its development, (3) staff development efforts through a variety of organizations, (4) parent involvement and training workshops through an advisory council and other community organizations, (5) the design of the program's evaluation, and (6) **statistical results** .
Absence of data on entry level skills and changes in record keeping inhibit valid **comparisons** between **groups** , and no long-term impact conclusion is reached. (MSE)

File 1:ERIC 1966-2003/Oct 06
 File 7:Social SciSearch(R) 1972-2003/Oct W3
 File 11:PsycINFO(R) 1887-2003/Oct W2
 File 35:Dissertation Abs Online 1861-2003/Sep
 File 121:Brit.Education Index 1976-2003/Q2
 File 142:Social Sciences Abstracts 1983-2003/Sep
 File 437:Education Abstracts 1983-2003/Sep
 File 111:TGG Natl.Newspaper Index(SM) 1979-2003/Oct 21
 File 6:NTIS 1964-2003/Oct W3
 File 583:Gale Group Globalbase(TM) 1986-2002/Dec 13
 File 473:FINANCIAL TIMES ABSTRACTS 1998-2001/APR 02
 File 474:New York Times Abs 1969-2003/Oct 23
 File 475:Wall Street Journal Abs 1973-2003/Oct 23
 File 94:JICST-EPlus 1985-2003/Oct W3
 File 65:Inside Conferences 1993-2003/Oct W3

Set	Items	Description
S1	3888	(NORMATIVE OR STATISTICAL) () (PROFILE OR PROFILES) OR (SCORES OR RESULTS OR P()VALUE? ?) (2N) (PROFILE OR PROFILES)
S2	28299	(INFLUENC? OR MANIPULAT? OR PREJUDIC? OR BIAS? OR AFFECT?) - (3W) (RESULTS OR OUTCOME? ?)
S3	32291	(TEST OR TESTS OR TESTING OR EXAM?) (2N) (ADMINISTER? OR ADMINISTRAT?)
S4	0	S1 AND S2 AND S3
S5	22	S1 AND S2
S6	15	RD (unique items)
S7	3	S6/2001:2003
S8	0	S6/2000
S9	12	S6 NOT S7
S10	12	Sort S9/ALL/PY,D [not relevant]
S11	4051463	TEST OR TESTS OR TESTING OR TESTED OR EXAM?
S12	2101808	SCHOOL? ? OR SCHOOL? ? OR STUDENT? ?
S13	63	S1 AND S3
S14	32	S12 AND S13
S15	1097284	INFLUENC? OR MANIPULAT? OR BIAS?
S16	7	S14 AND S15
S17	7	S16 NOT S5
S18	5	RD (unique items)
S19	1	S18/2001:2003
S20	4	S18 NOT S19
S21	1161739	S11/DE
S22	471	S1 AND S21
S23	33	S15 AND S22
S24	30	S23 NOT (S5 OR S16)
S25	30	RD (unique items)
S26	1	S25/2001:2003
S27	2	S25/2000 [not relevant]
S28	27	S25 NOT S26:S27
S29	7	S12 AND S28 [not relevant]
S30	20	S28 NOT S29
S31	20	Sort S30/ALL/PY,D
S32	0	S2 AND S31
S33	8	S3(3N)S2
S34	6	RD (unique items)
S35	2055	TEST()ADMINISTRATION/DE
S36	4586	EDUCATION? () PERSONNEL/DE
S37	153547	TEACHERS/DE ((NOTE: SEE "FACULTY" FOR OTHER SPECIFIC TERM-

...)
S38 0 SC=EDUCATIONAL MEASUREMENT
S39 5769 EDUCATIONAL MEASUREMENT
S40 4 S35 AND S36:S37 AND S39
S41 0 S4 NOT S33
S42 17 S2 AND S35
S43 17 RD (unique items)
S44 14 S43 NOT (S5 OR S16 OR S24 OR S31 OR S34 OR S29)
S45 1 S44/2001:2003
S46 0 S44/2000
S47 13 S44 NOT S45
S48 0 S1 AND S47

20/7/1 (Item 1 from file: 1)

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.
00919262 ERIC NO.: ED387501 CLEARINGHOUSE NO.: TM023637

Differential Objective Function..

Kino, Mary M.; And Others

34pp.

April 1995 (19950400)

NOTES: Paper presented at the Annual Meeting of the National Council on
Measurement in Education (San Francisco, CA, April 19-21, 1995).

EDRS Price MF01/PC02 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 142 (Reports--Evaluative); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Texas

JOURNAL ANNOUNCEMENT: RIEFEB1996

Item response theory (IRT) has been used extensively to study differential item functioning (dif) and to identify potentially **biased** items. The use of IRT for diagnostic purposes is less prevalent and has received comparatively less attention. This study addressed differential objective function (dof) to identify potentially **biased** content units. IRT was used to estimate person abilities and item difficulties, which were used to compute residual objective scores. Residual objective scores were analyzed with analysis of variance using the independent variables gender and ethnicity. Data were from mathematics subtests from the 1992 Connecticut Mastery **Test** census **administration** of eighth graders and its database of approximately 32,000 Connecticut eighth graders. The examples illustrate how dof outcomes can be used to identify potentially **biased** content units, to provide diagnostic information at the content level, and to construct profiles of content-based performance for different demographic subgroups. Ten figures and two tables present analysis results. Two appendixes present dif statistics by demographic subgroup and item-level statistics for dof objectives in four tables. (Contains 11 references.) (Author/SLD)

20/7/2 (Item 2 from file: 1)

DIALOG(R) File 1:ERIC

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00519774 ERIC NO.: ED230620 CLEARINGHOUSE NO.: TM830465

The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students . Final Report. Revision.

Pfeiffer, Steven, I.; Naglieri, Jack A.;

CORP. SOURCE: Northern Arizona Univ., Flagstaff. (BEI65025)
19pp.
March 1983 (19830300)
SPONSORING AGENCY: National Inst. of Education (ED), Washington, DC.
(EDN00001)
CONTRACT/GRANT NO.: NIE-G-81-0079
EDRS Price MF01/PC01 Plus Postage.
LANGUAGE: English
DOCUMENT TYPE: 143 (Reports--Research)
RECORD TYPE: ABSTRACT
COUNTRY OF PUBLICATION: U.S.; Arizona
JOURNAL ANNOUNCEMENT: RIEOCT1983

A group supportive testing procedure and acculturation level are investigated as to their **influence** upon achievement test scores of 150 culturally diverse inner city **school students** in grades four through six. The group supportive testing procedure was specifically designed as a facilitation strategy that attempted to mirror the more typical interaction style of minority children. The multidimensional measure of acculturation sought to elucidate whether **students** with particular acculturation profiles would present a particular test-taking performance. The experimental facilitative procedure employed did not improve either the Anglo or Mexican American children's test performance. The authors state (1) that minority group children should be **administered** group achievement **tests** under standard **administration** procedures, and (2) a **student's** sociocultural status, at least socioeconomic status and family size, appears to be a potentially relevant psychological construct that warrants further attention. (PN)

31/7/13 (Item 13 from file: 11)

DIALOG(R) File 11:PsycINFO(R)

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01146892 1991-20193-001

General Aptitude Test Battery factor structures for Saudi Arabian and American samples: A comparison.

AUTHOR: Dagenais, Fred

AUTHOR AFFILIATION: U California, Ctr for Chinese Studies, Berkeley--USn1

JOURNAL: Psychology & Developing Societies, Vol 2(2), 217-240, Jul-Dec, 1990

PUBLISHER: Sage Publications--US

ABSTRACT: Analyzed correlation matrices for the 12 General Aptitude Test Battery (GATB) tests for 4,000 Americans and 749 Saudi Arabian males by factor and cluster analysis. The resulting factor structures and group mean score **profiles were contrasted**. Three similar factors emerged (Cognitive, Psychomotor, and Spatial Perception) for both samples, and factorial equivalence was established. The **profiles** of mean **scores** for the 2 groups were similar in both shape and amplitude. **Bias** on the GATB associated with sex and certain demographic and occupational factors appears to be minimal. (PsycINFO Database Record (c) 2002 APA, all rights reserved)

34/9/3 (Item 2 from file: 11)

DIALOG(R) File 11:PsycINFO(R)

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01119393 1990-32113-001

Standardized tests : Irregularities in administering of tests affect test results .

AUTHOR: Gay, Genevieve H.
AUTHOR AFFILIATION: Northampton County Schools, Jackson, NC--USn1
JOURNAL: Journal of Instructional Psychology, Vol 17(2), 93-103, Jun, 1990
PUBLISHER: Journal of Instructional Psychology--US
ISSN: 0094-1956--Print
DOCUMENT TYPE: Journal Article; Empirical Study
MEDIA TYPE: Print (Paper)
SPECIAL FEATURES: Peer Reviewed
RECORD TYPE: Abstract
LANGUAGE: English
POPULATION GROUP: Human AGE GROUP: 300 (Adulthood (18 yrs & older))
ABSTRACT: Administered a survey developed for this study to 168 3rd-10th grade teachers and interviewed 8 regional research/test coordinators in North Carolina. Results show that incidences of inaccurate timing, altering answer sheets, coaching, teaching the test, errors in scoring/reporting, and student cheating do exist. Teachers experienced pressures from administrators, peers, and parents for students to excel on standardized tests. Recommendations for improving a testing program and producing valid results include a staff development program so that the multiple uses of valid test results will be understood by all who participate in the testing program. (PsycINFO Database Record (c) 2002 APA, all rights reserved)
DESCRIPTORS: *Standardized Tests; *Test Administration; Educational Personnel; Teachers
IDENTIFIERS: survey of administration irregularities in standardized testing, 3rd-10th grade teachers & research/testing coordinators
SUBJECT CODES & HEADINGS: 2227 (Educational Measurement)
RELEASE DATE: 19901201

34/9/5 (Item 4 from file: 11)

DIALOG(R) File 11:PsycINFO(R)
(c) 2003 Amer. Psychological Assn. All rts. reserv.
00659166 1981-00237-001

Interpreter and Spanish administration effects on the WISC performance of Mexican-American children.

AUTHOR: Swanson, Elinor N.; Deblassie, Richard R.
AUTHOR AFFILIATION: New Mexico State U, Las Crucesn1
JOURNAL: Journal of School Psychology--
<http://www.elsevier.com/inca/publications/store/6/9/9/>, Vol 17(3), 231-236, Fal, 1979
PUBLISHER: Elsevier Science--US
ISSN: 0022-4405--Print
DOCUMENT TYPE: Journal Article
MEDIA TYPE: Print (Paper)
SPECIAL FEATURES: References; Peer Reviewed
RECORD TYPE: Abstract
LANGUAGE: English
POPULATION GROUP: Human AGE GROUP: 100 (Childhood (birth-12 yrs)); 180 (School Age (6-12 yrs))
ABSTRACT: Investigated whether the use of an interpreter and/or a regular examiner in administering the WISC would affect the test results of a group of 90 6-9 yr old Mexican-Americans whose dominant language was Spanish. Ss were randomly assigned to 1 of 3 groups for administration of the WISC in English, in English with interpretation, or in Spanish. Mean California Test of Mental Maturity scores for the 3 groups were 87.9, 88.3, and 88.4, respectively. A covariance analysis of WISC results

indicated that the use of English in the administration of some subtests of the Verbal Scale and a Spanish administration of some scales of the performance test are likely to elicit optimum performance of Mexican-American children. (2 ref) (PsycINFO Database Record (c) 2002 APA, all rights reserved)

DESCRIPTORS: *Bilingualism; *Foreign Language Translation; *Mexican Americans; *Test Administration; *Wechsler Intelligence Scale for Children

IDENTIFIERS: interpreter & Spanish administration, WISC performance, 6-9 yr old Mexican Americans whose dominant language was Spanish

SUBJECT CODES & HEADINGS: 2222 (Developmental Scales & Schedules); 2820 (Cognitive & Perceptual Development)

RELEASE DATE: 19810101

34/9/6 (Item 1 from file: 35)

DIALOG(R) File 35:Dissertation Abs Online

(c) 2003 ProQuest Info&Learning. All rts. reserv.

01528573 ORDER NO: AAD97-06202

A COMPARISON OF PAPER-AND-PENCIL AND COMPUTER-BASED VERSIONS OF A CERTIFICATION EXAM (ASSESSMENT)

Author: DRAKE, DYANNE RUTH

Degree: PH.D.

Year: 1996

Corporate Source/Institution: UNIVERSITY OF MINNESOTA (0130)

Adviser: GARY N. MCLEAN

Source: VOLUME 57/09-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

PAGE 3902. 92 PAGES

Descriptors: EDUCATION, TESTS AND MEASUREMENTS ; EDUCATION, VOCATIONAL

Descriptor Codes: 0288; 0747

The use of computer-based testing has grown dramatically in the past ten years and is continuing to grow. Research has demonstrated that computer technology holds unlimited promise for assessment in a variety of educational and occupational settings. Along with this growth and unlimited promise for the future, a very important question remains unanswered: Are the test results obtained on the computer equivalent to those obtained by taking the test via paper and pencil?

This research compared the test results of a computer-based and a paper-and-pencil administration of the same certification exam to determine equivalence. The study also looked at possible moderator variables that may **affect test outcomes**. Test **results** for both **exam administrations** were compared by participants' computer experience, gender, age, ethnicity, and annual family income.

Fifty participants were randomly assigned to take the computer-based or paper-and-pencil certification exam first, followed by the administration of the other delivery method. Upon completion of the exam, participants completed a demographic survey. After the study data were collected, participants were able to use their higher scoring exam for certification decision making purposes.

Test results and statistics obtained from the two exam administrations were almost the same. The only cautionary note was that two candidates failed the computer-based version who passed it when taking the exam via paper and pencil. There was no significant difference in test outcomes when comparing results by computer experience, gender, age, ethnicity, and annual family income. Participants were also asked for their preference of testing mechanism. Their test results based on administration did not vary whether they chose computer-based, paper-and-pencil, or said it did not

matter.

The study's results provide positive indicators that computer-based exams can be used along with or as replacement of paper-and-pencil exams. Even though the study's sample was limited, the results showed no difference between the paper-and-pencil and computer-based exam administrations. These results add to the current literature base that indicates that computer-based exams can be considered equivalent to paper-and-pencil administrations.

47/7/2 (Item 2 from file: 11)

DIALOG(R)File 11:PsycINFO(R)

(c) 2003 Amer. Psychological Assn. All rts. reserv.

01624330 1998-12532-007

Process-oriented administration of the Picture Arrangement Test does not affect the quantitative outcome .

AUTHOR: Gaudette, Marc D.; Smith, Jason A.

AUTHOR AFFILIATION: St Mary's Hosp, Comprehensive Rehabilitation Ctr--
Montreal--PQ--Canada

JOURNAL: Applied Neuropsychology--

www.erlbaum.com/Journals/journals/AN/an.htm, Vol 5(3), 154-158, 1998

PUBLISHER: Lawrence Erlbaum--US--http://www.erlbaum.com

ABSTRACT: Extracting the maximum amount of qualitative information of cognitive functioning from tests is one of the goals of the process approach to neuropsychological assessment. This study examined whether there is a difference in score in the Picture Arrangement (PA) test of the Wechsler Adult Intelligence Scale--Revised (WAIS--R) for participants who completed the standardized vs a process-oriented administration (i.e., asking the person to "tell the story" immediately following each item). Eighteen traumatic brain injury inpatients (aged 18-62 yrs) and 20 control participants were assigned to the standardized administration or the process-oriented administration of the PA test. **Results reveal no statistically significant interaction effect or main effect for type of administration.** Therefore, the process of maximizing the elicitation of qualitative information does not appear to **affect** the quantitative **outcome** of the PA test. (PsycINFO Database Record (c) 2002 APA, all rights reserved)

47/7/9 (Item 9 from file: 11)

DIALOG(R)File 11:PsycINFO(R)

(c) 2003 Amer. Psychological Assn. All rts. reserv.

00891009 1987-11807-001

A cross-cultural test of the situational bias hypothesis: The Israeli scene.

AUTHOR: Zeidner, Moshe

AUTHOR AFFILIATION: Haifa U, School of Education, Israel

JOURNAL: Evaluation & Program Planning--

http://www.elsevier.com/inca/publications/store/5/9/3/, Vol 8(4), 367-376, 1985

PUBLISHER: Elsevier Science--United Kingdom--

www.elsevier.com/locate/evalprogplan/

ABSTRACT: Conducted 2 experiments with 336 Israeli elementary school students. Exp I centered on the interaction between sociocultural group characteristics and each of 2 situational factors (test atmosphere and examiner status) in affecting ability test performance. Exp II explored the effects of test atmosphere per se on the nonverbal ability test scores of disadvantaged Ss. Results are generally inconsistent with the

situational bias hypothesis and do not support the assumption that disadvantaged children's ability test scores can be substantially improved by manipulating test atmosphere conditions. Since situational variables do not significantly **bias** testing **results** in favor of one group over another, it is concluded that current educational evaluation policies in Israel, relying heavily on the standardized ability tests results of disadvantaged groups, need not be changed. (29 ref) (PsycINFO Database Record (c) 2002 APA, all rights reserved)

47/7/13 (Item 13 from file: 11)

DIALOG(R) File 11:PsycINFO(R)

(c) 2003 Amer. Psychological Assn. All rts. reserv.

00489508 1976-03294-001

The influence of knowledge of results and goal setting on performance with a multiple choice academic test.

AUTHOR: Rust, James O.

AUTHOR AFFILIATION: U Virginian1

JOURNAL: Dissertation Abstracts International, Vol 34(4-A), 1710, Oct, 1973

PUBLISHER: Univ Microfilms International-US

File 47:Gale Group Magazine DB(TM) 1959-2003/Oct 23
File 75:TGG Management Contents(R) 86-2003/Oct W1
File 88:Gale Group Business A.R.T.S. 1976-2003/Oct 23
File 15:ABI/Inform(R) 1971-2003/Oct 23
File 141:Readers Guide 1983-2003/Sep
File 436:Humanities Abs Full Text 1984-2003/Sep
File 13:BAMP 2003/Oct W2
File 20:Dialog Global Reporter 1997-2003/Oct 24
Set Items Description
S1 3230 (NORMATIVE OR STATISTICAL) () (PROFILE OR PROFILES) OR (SCOR-
ES OR RESULTS OR P()VALUE? ?) (2N) (PROFILE OR PROFILES)
S2 91255 (INFLUENC? OR MANIPULAT? OR PREJUDIC? OR BIAS? OR AFFECT?)-
(3W) (RESULTS OR OUTCOME? ?)
S3 25774 (TEST OR TESTS OR TESTING OR EXAM?) (2N) (ADMINISTER? OR ADM-
INISTRAT?)
S4 0 S1(S)S2(S)S3
S5 10 S1(S)S2
S6 9 RD (unique items) .
S7 2 S6/2001:2003
S8 0 S6/2000
S9 7 S6 NOT S7
S10 7 Sort S9/ALL/PD,D
S11 62 S2(S)S3
S12 62 S11 NOT S6
S13 52 RD (unique items)
S14 16 S13/2001:2003
S15 9 S13/2000
S16 9 Sort S15/ALL/PD,D
S17 27 S13 NOT S14:S15
S18 27 Sort S17/ALL/PD,D [not relevant]
S19 102780 TEST???/DE OR EXAM?/DE
S20 522893 SCHOOL? ?/DE OR ACADEMIC/DE OR EDUCATION??/DE
S21 7877 S19 AND S20
S22 69 S2 AND S21
S23 0 S1 AND S22
S24 68 S22 NOT (S5 OR S12)
S25 52 RD (unique items)
S26 19 S25/2001:2003
S27 3 S25/2000 [not relevant]
S28 30 S25 NOT S26:S27
S29 30 Sort S28/ALL/PD,D

16/3,AB,K/8 (Item 8 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

(c) 2003 The Gale Group. All rts. reserv.

05319025 SUPPLIER NUMBER: 59519453

WHAT DO SCHOOLS PRODUCE? IMPLICATIONS OF MULTIPLE OUTPUTS IN
EDUCATION. (Statistical Data Included)

WENGER, JENNIE W.

Contemporary Economic Policy, 18, 1, 27

Jan, 2000

DOCUMENT TYPE: Statistical Data Included ISSN: 1074-3529

LANGUAGE: English RECORD TYPE: Fulltext

WORD COUNT: 6134 LINE COUNT: 00658

... I test both specifications while correcting for some school,
community and state variables that could bias these results . (10) To

develop this data set, I aggregate variables describing the students (such as the...

...during the sophomore year for students in this data set) and a second set of **tests administered** two years later. After aggregation, the data set contains information on students from 780...

29/3,AB,K/1 (Item 1 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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05283426 SUPPLIER NUMBER: 57796732

Between Scylla and Charybdis: Teacher Education's Odyssey. (Statistical Data Included)

Brabeck, Mary M.

Journal of Teacher Education, 50, 5, 346

Nov, 1999

DOCUMENT TYPE: Statistical Data Included ISSN: 0022-4871

LANGUAGE: English RECORD TYPE: Fulltext; Abstract

WORD COUNT: 4135 LINE COUNT: 00351

ABSTRACT: Issues discussed concern teacher education reform, focusing on the media's coverage of the poor results of prospective teachers taking the Massachusetts Educator Certification Test. Topics addressed include the validity of the test, teacher education program reform, and the political aspects of teacher training and curricula.

... about test score reliability, documentation of the elimination of gender, cultural and other extraneous test **bias**, and item analysis **results** (Massachusetts Department of Education, 1997). The response in the lead editorial of the Boston Globe...

...DESCRIPTORS: **Education** and state...

... **Educational tests** and measurements

29/3,AB,K/3 (Item 3 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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05326565 SUPPLIER NUMBER: 59426456

Underprediction of Female Performance from Standardized Knowledge Tests: A Further Example from the Knowledge of Geography Test.

Nelson, Burton D.; Aron, Robert H.; Poole, Debra A.

Sex Roles: A Journal of Research, 529

Oct, 1999

ISSN: 0360-0025 LANGUAGE: English RECORD TYPE: Fulltext

WORD COUNT: 4895 LINE COUNT: 00426

... possibility that different distributions of males and females across courses with different average grades would **influence the results**. Gender X Course Level ANOVAs revealed no significant difference in grades earned by male versus...

DESCRIPTORS: **Academic achievement**...

...Achievement **tests** --...

... **Testing**

29/3,AB,K/7 (Item 7 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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04819820 SUPPLIER NUMBER: 20854458

Continuing tensions in standardized testing. (educational tests)

Haladyna, Thomas; Haas, Nancy; Allison, Jeanette

Childhood Education, v74, n5, p262(12)

Annual, 1998

ISSN: 0009-4056 LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 8937 LINE COUNT: 00740

ABSTRACT: Standardized testing was examined to determine how it may be appropriately used and how the misuse of test results may be reduced. Responsible standardized testing may be realized by ensuring that the use and interpretations of test results are well-grounded. The conditions within which the standardized tests were administered should be maintained and the implications of standardized testing should be scrutinized and thoroughly assessed.

... incorrect to attribute test results solely to the teacher's expertise. So many other factors **affect** test **results**. In Arizona, for example, 28 percent of the students live in poverty. It is no...

DESCRIPTORS: **Educational tests** and measurements...

... **Education** --...

...Early childhood **education** --...

... **Testing**

29/3,AB,K/8 (Item 8 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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04631605 SUPPLIER NUMBER: 20190257

The effects of achievement motivation and study habits on Nigerian secondary school students' academic performance.

Jegede, Joseph O.; Jegede, Ruth T.; Ugodulunwa, Christianah A.

The Journal of Psychology, v131, n5, p523(7)

Sep, 1997

ISSN: 0022-3980 LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 2430 LINE COUNT: 00209

AUTHOR ABSTRACT: An experimental analysis of the effects of achievement motivation and study habits on Nigerian secondary school students' English language performance was carried out in 1990. The two hypotheses tested were that each of the treatment groups would perform significantly better in English than the control group and that the students treated for the combination of improved study habits and higher achievement motivation would perform better in English than any of the other groups (study habit, achievement motivation, and control). The sample consisted of 160 students in 10th grade, selected from 4 schools in Nigeria. Students' entry and exit achievement motivation, study habits, and English language performance were examined. Analyses of covariance were used to test for the significance of the results, and both hypotheses were supported.

... instance, Danskin and Burnett used over- and underachievers as participants, and those samples could have **biased** the **results** of the study.

Most of the studies have examined the effects of achievement motivation and...

DESCRIPTORS: High **school** students...

... **Testing**

29/3,AB,K/10 (Item 10 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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04147889 SUPPLIER NUMBER: 19045894

No penalty points. (analysing exam results)

Titchmarsh, Martin

Times Educational Supplement, n4185, pB24(1)

Sep 13, 1996

ISSN: 0040-7887 LANGUAGE: English RECORD TYPE: Abstract

ABSTRACT: Comparison of General Certificate of Secondary Education exam results from one year to the next can be misleading. Quality within year groups vary, a difference in numbers between girls and boys can also **influence results**. Governors wishing to analyse results must use several criteria to obtain a value-added approach. QUASE is a system the National Foundation for Educational Research has produced to help schools achieve this.

DESCRIPTORS: **Examinations** --...
... **Education** , Secondary

29/3,AB,K/13 (Item 13 from file: 47)

DIALOG(R)File 47:Gale Group Magazine DB(TM)

(c) 2003 The Gale group. All rts. reserv.

04406756 SUPPLIER NUMBER: 17923566 (USE FORMAT 7 OR 9 FOR FULL TEXT)

Myths about test score comparisons.

Rotberg, Iris C.

Science, v270, n5241, p1446(3)

Dec 1, 1995

ISSN: 0036-8075 LANGUAGE: English RECORD TYPE: Fulltext; Abstract

WORD COUNT: 3290 LINE COUNT: 00270

ABSTRACT: Educational test results are not a valid measure for comparing the quality of education. Declining test scores are a function of educating a broader range of the population and are not related to international competitiveness. Additional testing will not improve educational quality. ... effects of teacher quality cannot be separated from the wide range of other factors that **influence school outcomes**.

Myth 4: The problems in current standardized testing programs can be solved by development of...

DESCRIPTORS: **Educational tests** and measurements...
... **Academic achievement**

29/3,AB,K/14 (Item 14 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

(c) 2003 The Gale Group. All rts. reserv.

03823048 SUPPLIER NUMBER: 18051811

The effects of sex-grouped schooling on achievement: the role of national context.

Baker, David P.; Riordan, Cornelius; Schaub, Maryellen

Comparative Education Review, v39, n4, p468(15)

Nov, 1995

ISSN: 0010-4086 LANGUAGE: English RECORD TYPE: Abstract

ABSTRACT: Sex groupings **affect academic results** through factors associated with the comparative rarity of one-sex grouping in schools. A comparative method of comprehending the impact of sex grouping indicates various future considerations. Null findings can be considered a genuine pattern. Meta-analyses of extant studies would further examine ideas about the size of sectors and school impact. Organizational fluctuation should be examined within a bigger cross-national perspective.

...DESCRIPTORS: **Single-sex schools** --...
... **Achievement tests** --

29/3,AB,K/15 (Item 15 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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03767395 SUPPLIER NUMBER: 17970132
Across the test divide.(national curriculum on school)
Ellis, Steve

Times Educational Supplement, n4134, p24(1)
Sept 22, 1995

ISSN: 0040-7887 LANGUAGE: English RECORD TYPE: Abstract
ABSTRACT: An analysis of reactions of the first set of students to go through the national curriculum from their first year of primary school reveals that they were generally unaware about the national curriculum. They were comfortable with in-house assessment but experienced anxiety before the annual test and worried that the national test results would band them in some way. There needs to be more information on how the testing and curriculum **affects** students. Test **results** will require careful handling as the children make the transition from one level to another.

DESCRIPTORS: **Education --...**
... **Educational tests** and measurements

29/3,AB,K/21 (Item 21 from file: 88)
DIALOG(R)File 88:Gale Group Business A.R.T.S.
(c) 2003 The Gale Group. All rts. reserv.
03471679 SUPPLIER NUMBER: 16125342

The effect of token reinforcement on WISC-R performance for fifth- through ninth-grade American Indians. (Wechsler Intelligence Scale for Children-Revised)

Devers, Robert; Bradley-Johnson, Sharon; Johnson, C. Merle
The Psychological Record, v44, n3, p441(9)
Summer, 1994

ISSN: 0033-2933 LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 3410 LINE COUNT: 00283

AUTHOR ABSTRACT: Thirteen American Indian students in the fifth through ninth grades were administered the WISC-R under standardized conditions; another twelve were tested under standardized procedures, but received token reinforcement immediately following each correct response. Tokens were exchangeable for a variety of back-up rewards. Performance IQ scores were significantly higher than verbal IQ scores for both groups. The token reinforcement group scored significantly higher (12 points) than the control group on the full scale IQ. Implications for research and practice are discussed.

... level prior to administration of the WISC-R. Hence, these variables were unlikely to have **affected** the **outcome** of the study.

The purpose of administering the DTLA-2 was to establish the tokens...

...DESCRIPTORS: **Education ; ...**
...Intelligence **testing**

29/3,AB,K/25 (Item 25 from file: 88)
DIALOG(R)File 88:Gale Group Business A.R.T.S.
(c) 2003 The Gale Group. All rts. reserv.
02954793 SUPPLIER NUMBER: 13601572

What research tells us about good assessment. (good assessment and improved instruction) (Synthesis of Research)

Herman, Joan L.
Educational Leadership, v49, n8, p74(4)
May, 1992

ISSN: 0013-1784 LANGUAGE: English RECORD TYPE: Fulltext; Abstract
WORD COUNT: 3864 LINE COUNT: 00341

ABSTRACT: Findings of research covering testing practices and assessment methods are presented. It is indicated that standardized tests have a negative effect on educational programs and that new assessment methods have favorable impacts on student and teacher performance. However, it is also stressed that some obstacles still stand in the way of alternative assessment techniques and that these innovations are only part of the solution for upgrading instruction and learning. Support is also needed for schools to sustain educational reforms.

... Shavelson and others which suggest that the context in which you ask students to perform **influences** the **results**. Shavelson looked at how students' performance on science experiments compared with that on simulations and...

DESCRIPTORS: **Educational** research...

... **Educational** **tests** and measurements

29/3,AB,K/30 (Item 30 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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02087598 SUPPLIER NUMBER: 06372351

**Perspectives on eligibility for placement in special education programs.
(exceptional children) (includes bibliography)**

Exceptional Children, v54, n4, p297(5)

Jan, 1988

ISSN: 0014-4029 LANGUAGE: English RECORD TYPE: Fulltext

WORD COUNT: 2606 LINE COUNT: 00252

... homogeneous learning group and because research which favors acquisition of academic skills may present a **biased** picture of the **outcomes** of special education.

Guidelines for Assessment and Instruction

The major portion of the book concludes...

...DESCRIPTORS: **Testing** ; ...

...Special **education** --...

... **Testing**

File 350:Derwent WPIX 1963-2003/UD,UM &UP=200368

File 347:JAPIO Oct 1976-2003/Jun(Updated 031006)

File 371:French Patents 1961-2002/BOPI 200209

Set	Items	Description
S1	163	(NORMATIVE OR STATISTICAL) () (PROFILE OR PROFILES) OR (SCORES OR RESULTS OR P () VALUE? ?) (2N) (PROFILE OR PROFILES)
S2	547	(INFLUENC? OR MANIPULAT? OR PREJUDIC? OR BIAS? OR AFFECT?) - (3W) (RESULTS OR OUTCOME? ?)
S3	1330	(TEST OR TESTS OR TESTING OR EXAM?) (2N) (ADMINISTER? OR ADMINISTRAT?)
S4	1	NORMATIVE(2W) (PROFILE OR PROFILES OR RESULT? ?)
S5	849	P () (VALUE OR VALUES)
S6	639200	TEST OR TESTS OR TESTING OR TESTED
S7	850808	GROUP? ? OR CLUSTER? ?
S8	13779	CLASSES OR GRADES OR SCHOOLS
S9	898094	COMPAR?
S10	130	STATISTICAL () (PROFILE OR PROFILES OR RESULT? ? OR MEASURE - OR MEASURES)
S11	8	TEST () TAKERS
S12	0	S1 AND S2 AND S3
S13	0	S2 AND S3 AND S10
S14	0	S2 AND S3
S15	0	S1 AND S2
S16	141	S2 AND S6
S17	58112	IC=G09B
S18	0	S16 AND S17
S19	8	(S1 OR S10) AND S17
S20	8	S17 AND (S1 OR S10)
S21	141	S2 AND S6
S22	6	S17 AND S2
S23	39	S17 AND S3
S24	6	S22 NOT S19 [not relevant]
S25	8694	EDUCATION?
S26	318	S6(S)S25
S27	16	S9(S)S26
S28	39	S26 AND S9
S29	23	S28 NOT S27 [not relevant]
S30	0	S2(S)S25(S)S26
S31	0	S2 AND S25 AND S26

27/7,K/3 (Item 3 from file: 350)

DIALOG(R)File 350:Derwent WPIX

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014469834

WPI Acc No: 2002-290537/200233

Rating testing system

Patent Assignee: BAZUNOV A V (BAZU-I); MOSC STEEL ALLOYS INST (MOST)

Inventor: BAZUNOV A V; MELNIKOV A L; MURTISHCHEVA A A; NIKULIN S A; NUZHDIN

G A; RAZUMEIKO B G

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
RU 2175782	C1	20011110	RU 2001108455	A	20010402	200233 B

Priority Applications (No Type Date): RU 2001108455 A 20010402

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
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RU 2175782 C1 G09B-007/07

Abstract (Basic): RU 2175782 C1

NOVELTY - The system is featured by the fact that **testing** is accomplished by several disciplines, part of which are profile ones, and the individual total rating of trainees is computed on the strength of the aggregate of the maximum results of the **testing**. The obtained individual total rating is **compared** with the norms of conformity of the curricula for the characteristics of readiness to the next stage of **education**.

USE - Educational systems with audiovisual and computer technologies.

ADVANTAGE - Enhanced efficiency of education and truth of estimation of the level of preparation of trainees to assimilation of the curricula of the next stage of education, reduced psychologic overloads and reduced influence of the subjective factors.

pp; 0 DwgNo 0/0

Derwent Class: P85; T01; W04

International Patent Class (Main): G09B-007/07

27/7,K/5 (Item 5 from file: 350)

DIALOG(R) File 350:Derwent WPIX

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011582722 **Image available**

WPI Acc No: 1997-559203/199751

Computer based assessment of individual's educational performance based on comparative norm - receives encoded test result associated with test taker and decodes it, result is compared with several stored test results with performance indication being generated based on comparison, indication is provided to end user

Patent Assignee: WALKER ASSET MANAGEMENT LP (WALK-N)

Inventor: JORASCH J A; SCHNEIER B; WALKER J S

Number of Countries: 075 Number of Patents: 003

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
WO 9742615	A1	19971113	WO 97US8566	A	19970508	199751 B
AU 9731352	A	19971126	AU 9731352	A	19970508	199813
US 5947747	A	19990907	US 96647301	A	19960509	199943

Priority Applications (No Type Date): US 96647301 A 19960509

Cited Patents: US 5321611; US 5513994; US 5565316

Patent Details:

Patent No	Kind	Lan	Pg	Main IPC	Filing Notes
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WO 9742615	A1	E	64	G09B-003/00	
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Designated States (National): AL AM AT AU AZ BA BB BG BR BY CA CH CN CU CZ DE DK EE ES FI GB GE GH HU IL IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK TJ TM TR TT UA UG UZ VN

Designated States (Regional): AT BE CH DE DK EA ES FI FR GB GH GR IE IT KE LS LU MC MW NL OA PT SD SE SZ UG

AU 9731352	A	G09B-003/00	Based on patent WO 9742615
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US 5947747	A	G09B-005/14	
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Abstract (Basic): WO 9742615 A

The computer includes a memory having a control code in it, and a processor (200) in communication with the memory. The processor is configured to receive a test result (1100) encoded by an electronic tester associated with a test taker. The test result is decoded.

The test result is compared with several stored test results. A

performance indication (1150) is generated based on the comparison and provided to an end user. The test result includes a test taker identifying datum. The memory also comprises a test taker database and a test result database.

USE - Relates to computer based education and to assessment of individual's educational performance relative to selected comparative norms.

ADVANTAGE - Allows home user of **educational** computer software can be evaluated against wide variety of selected **comparative** norms, and reliably associates **test** taker and his reported **test** results to recipient.

Dwg.1/19

Derwent Class: P85; T01; W01; W04

International Patent Class (Main): G09B-003/00; G09B-005/14

International Patent Class (Additional): G09B-007/00

27/7,K/16 (Item 3 from file: 347)

DIALOG(R) File 347:JAPIO

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07231186 **Image available**

METHOD FOR EVALUATING EDUCATION AND SYSTEM FOR NEGOTIATION ON EVALUATION

PUB. NO.: 2002-099634 [JP 2002099634 A]

PUBLISHED: April 05, 2002 (20020405)

INVENTOR(s): NAKAYA YASUSHI

APPLICANT(s): NAKAYA YASUSHI

APPL. NO.: 2000-329690 [JP 2000329690]

FILED: September 22, 2000 (20000922)

ABSTRACT

PROBLEM TO BE SOLVED: To solve the problem that the current evaluation system for **education** can evaluate a faculty such as how accurate knowledge a student has and whether the student makes accurate calculations within a certain time, but does not evaluate the personality, creativity, etc., of the student or learning result and faculty attainment because it is based mainly on a written **test**.

SOLUTION: Both an educating side and an educated side previously generate evaluation forms having contents needed for evaluation and evaluation is carried out according to the evaluation forms. The educating and educated sides **compare** the evaluation results and have an opportunity for negotiation, so that final evaluation is determined and instructed. Two or more persons evaluate the educating side, which generates its evaluation form and evaluates its **education** contents to obtain higher equality and improve the level of the educating side. Further, some or all of them are used on a web site on the Internet via a LAN and a public line.

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File 348:EUROPEAN PATENTS 1978-2003/Oct W03

File 349:PCT FULLTEXT 1979-2002/UB=20031016,UT=20031009

Set	Items	Description
S1	1656	(NORMATIVE OR STATISTICAL) () (PROFILE OR PROFILES) OR (SCORES OR RESULTS OR P () VALUE? ?) (2N) (PROFILE OR PROFILES)
S2	5997	(INFLUENC? OR MANIPULAT? OR PREJUDIC? OR BIAS? OR AFFECT?) - (3W) (RESULTS OR OUTCOME? ?)
S3	32658	(TEST OR TESTS OR TESTING OR EXAM?) (2N) (ADMINISTER? OR ADMINISTRAT?)
S4	15	NORMATIVE(2W) (PROFILE OR PROFILES OR RESULT? ?)
S5	7596	P () (VALUE OR VALUES)
S6	437985	TEST OR TESTS OR TESTING OR TESTED
S7	584485	GROUP? ? OR CLUSTER? ?
S8	87261	CLASSES OR GRADES OR SCHOOLS
S9	706758	COMPAR?
S10	1187	STATISTICAL () (PROFILE OR PROFILES OR RESULT? ? OR MEASURE - OR MEASURES)
S11	28	TEST () TAKERS
S12	7357	EDUCATION
S13	3	S1(S)S2(S)S3 [not relevant]
S14	4717	EDUCATIONAL
S15	5	1(S)S2(S) (S12 OR S14)
S16	4	S15 NOT S13 [not relevant]
S17	6	S1(S)S2
S18	3	S17 NOT (S13 OR S15) [not relevant]
S19	4421	IC=G09B
S20	6	(S1 OR S10) AND S19
S21	4	S6/TI,AB AND S2/TI,AB [not relevant]
S22	224	(S12/TI,AB OR S14/TI,AB) AND S6
S23	29	(S12/TI,AB OR S14/TI,AB) AND S6/TI,AB

20/6/1 (Item 1 from file: 349)

00941630 **Image available**

COMPUTERIZED TESTING DEVICE FOR AND METHOD OF ASSESSING COGNITIVE AND METACOGNITIVE CAPABILITIES

20/6/2 (Item 2 from file: 349)

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SYSTEM AND METHOD FOR NETWORK-BASED PERSONALIZED EDUCATIONAL ENVIRONMENT

20/6/4 (Item 4 from file: 349)

00896472

METHOD AND SYSTEM FOR KNOWLEDGE ASSESSMENT AND LEARNING

23/6/1 (Item 1 from file: 348)

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Computer assisted method for mediating educational contents

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EDUCATION SYSTEM

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METHOD AND APPARATUS FOR COMPUTER-BASED EDUCATIONAL TESTING

23/3,AB,K/3 (Item 3 from file: 348)
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00906969
METHOD AND APPARATUS FOR COMPUTER-BASED EDUCATIONAL TESTING
METHODE ET DISPOSITIF D'EVALUATION EDUCATIVE INFORMATISEE
PATENT ASSIGNEE:
WALKER ASSET MANAGEMENT LTD. PARTNERSHIP, (2086922), 4 High Ridge Park,
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INVENTOR:
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JORASCH, James, A., 25 Forest Street 5G, Stamford, CT 06901, (US)
PATENT (CC, No, Kind, Date): WO 9742615 971113
APPLICATION (CC, No, Date): WO 97926637 970508; WO 97US8566 970508
PRIORITY (CC, No, Date): US 647301 960509
DESIGNATED STATES: AT; BE; CH; DE; DK; ES; FI; FR; GB; GR; IE; IT; LI; LU;
MC; NL; PT; SE
INTERNATIONAL PATENT CLASS: G09B-003/00
LANGUAGE (Publication,Procedural,Application): English; English; English

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TEST RESULT ANALYSIS APPARATUS, METHOD, AND PROGRAM, AND LEARNING SUPPORT
SYSTEM AND METHOD
APPAREIL, PROCEDE ET PROGRAMME D'ANALYSE DE RESULTATS D'ESSAIS, ET SYSTEME
ET PROCEDE DE SUPPORT A L'APPRENTISSAGE
Patent Applicant/Assignee:
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Patent and Priority Information (Country, Number, Date):
Patent: WO 200349063 A1 20030612 (WO 0349063)
Application: WO 2002JP12751 20021205 (PCT/WO JP0212751)
Priority Application: JP 2001372833 20011206; JP 200244454 20020221
Designated States: AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CO CR CU
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Publication Language: Japanese

Filing Language: Japanese

English Abstract

It is possible to analyze and evaluate a **test** result precisely from a different viewpoint from the conventional one and perform an excellent **education** /learning support as compared to the conventional support for students preparing for an exam and educators. According to answer information (D2) of respective students obtained via the Internet (3), a **test** result analysis apparatus (20) performs analysis and evaluation of academic achievement and competence of each individual using an analysis method based on a viewpoint which does not exist in the conventional method. Moreover, the apparatus performs other analysis and evaluation including teacher's evaluation. More specifically, according to the relationship between the total points and the right answer ratio of each problem, competence of each student is evaluated for each group of students having the same total points. Thus, it is possible to analyze and evaluate **test** results precisely from a different viewpoint from the conventional one.



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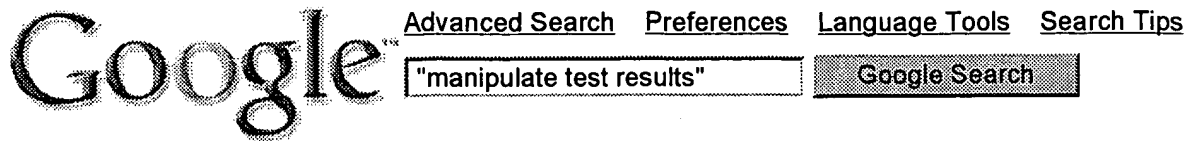
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... stakes tests do not have clearly defined consequences and, therefore, do not tempt test administrators to distort or **manipulate test results** - something that ...

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General Advertising Guidelines - Ministry of Public Safety and ...

... The Ministry is wary of such reports since practice has shown that some private laboratories **manipulate test results** to support their client's views. ...

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... Policymakers may **manipulate test results** in the future to prove that hardball policies get results, but it will not change some basic truths: ...

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... validated. Florendo said those with brilliant minds could **manipulate**

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